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The Occurrence of Code-Switching on Whatsapp Group Application by EFL Learners: A Case Study**Siti Aulia Nur Annisa^{1*}, Wawan Wahyudin², Anita³**¹Students of State Islamic University Sultan Maulana Hasanuddin Banten^{2,3}Lecturer of English Department State Islamic University Sultan Maulana Hasanuddin Banten**Article History:**Received: July 02th, 2020Revised: August 11th, 2020Accepted: September 27th, 2020

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Abstract: This research is conducted to investigate the linguistic phenomenon about the occurrence of code-switching on WhatsApp group application at The State Islamic University of Sultan Maulana Hasanuddin Banten. It is conducted based on some problems: 1) What are the types of code-switching of the eight semester students of English department in Sultan Maulana Hasanuddin Banten? 2) What are the reasons for the students do code-switching in WhatsApp group Application? The data collection was done through observation and questionnaire. In the observation, the researcher captured of screen of the chats in the WhatsApp, while the questionnaire is open questionnaire with consist of nine questions. The group consist of 136 students. Further, the questionnaire conducted from 40 students. The result of the research shows that there are three types of code-switching occurs in WhatsApp, namely, tag-switching 6%, intra-sentential switching 71%, inter-sentential switching 23%. The most frequent reason arises from 40 students answer are being emphatic about something and real lexical need. Thirty-nine students switch code because they talk about particular topics. Further, quote somebody else and habitual expressions are 20 students. Ten students switch code because they were inserting sentence filler or sentence connector, mood of speakers and because switch code make communication is more efficient. Seventeen students switch code when they repetition for clarifications.

INTRODUCTION

WhatsApp application in android is one of the most popular communication tools recently in Indonesia. It allows people to communicate on instant messaging by using internet data connection or internet access. Kheryadi, (2018) stated that WhatsApp is considered as the easiest, most popular and effective tool that can be occupied by teachers. People connected each other by adding phone number into their contact phone. Some features that involved in WhatsApp are sharing picture, video, voices recording and chatting group. WhatsApp users seem to use code-switching on their chatting group. Code-switching as the alternative use by bilinguals of two or more languages in the same conversation. Those with

bilingual or multilingual backgrounds will tend to change their language when speaking or switching languages in one context to communicate. So, when the speaker switches the language into another language it can be called code-switching. Fortunately, communication will be clear to them when each of them has the main language and of course their second or third language.

Indeed, switching between two codes is an accepted linguistic action in the context of bilingual educational systems. Indeed, this linguistic phenomenon has also been occurred by English Foreign Language (EFL) learners' in Indonesia. The researcher found use of two languages when they was chatting on WhatsApp group as bilingualism. Even though they

are EFL learners who have an obligation to speak English, they only use English in the classroom when learning activities take place. Moreover, on daily communication with WhatsApp, they often use Indonesian as their first language when interacting with other English students. In a bilingual situation, especially for Indonesian EFL learners, code-switching in WhatsApp group will be perfectly acceptable to identified. It is clear that code switching is interesting phenomenon on WhatsApp group application and show that code switching not only occurs in spoken but also in written form.

THEORETICAL SUPPORT

Code switching that occurs between speakers such as two or more people in conversation and they change from one language to another, while on a single speaker, someone switches one language to another to the other person. Such as when English teachers who are bilingual or multilingual background explain a lesson for students. Then, when they do communication of course code switching is found not only between sentences but also in single sentences. Further, varieties combinations of two or more linguistic varieties occur in countless bilingual societies and communities, and are known as code-switching. As we know the use of these languages can vary both in terms of pronunciation, lexical, social conditions, usage, geographical conditions, formality, social groups. Language as a system that is understood by all speakers of language, but because speakers of the language even though it is present in the speech society is not a homogeneous collection of humans, for that language is not uniform. So, the term of a combination of languages with linguistics varieties is code switching.

The same definition is explained by Poplack. He argues that code-switching was simply the alternation of two varieties, which preserved their monolingual

characteristics. Variations here are available on the different languages that exist, between English and Spanish. The differences in the language expressed in one conversation while maintaining monolingual. Monolingual is the same as their native language, such as their mother tongue, main language, or first language.

In the other word, code-switching is the ability on the part of bilinguals to alternate effortlessly between their two languages. The ability of mother tongue or first language makes it easy for someone to speak a second or third language because of their diverse language skills, so that the variation in language that occurs is that of bilingualism, it will be easier to switch code. This alternative will make communication work.

Jendra stated that code switching has two classification, namely grammatical classification and contextual classification.

1. Grammatical classification

Grammatical classification has some categorical code switching that are tag-code switching, inter-sentential code switching and intra-sentential code switching.

a. Tag-code switching

Tag-code switching is occurring in the bilingual when they insert a tag in one language to an utterance which in other language. Poplack in Hammers & Blanc refers to extra-sentential than tag-code switching. While Jendra defined it as Tag code switching. Moreover, Anita based on Poplack argue that tags have no syntactic constraints, they can be moved freely, and they can be inserted almost anywhere in a discourse without violating any grammatical rules. So, tag switching can appear in any part of the sentences when bilingual inserts short expression (tag) from different language.

b. Inter-sentential code switching

Inter-sentential code switching found when there is a complete sentence of

foreign language between two sentences in base language. For example: "*Itu film yang aku suka. I like it a lot. Soalnya banyak adegan romantisnya.*". The sentences perform code switching in complete sentence where it happened between two sentences in Bahasa Indonesia.

c. Intra-sentential Code switching

The last type is inter-sentential code switching which a shift from a complete sentence such as a word, phrase or clause within the sentence. In the other side, intra-sentential code switching occurs when in a sentence has found a word, a phrase, or a clause of foreign language within base language. For example: "*Kalau mau beli hape itu sesuaikan dengan budget yang kamu punya.*" It is shift of word from English into Indonesian language in one sentence.

2. Contextual Classification

Contextual classification is based on the situation or the reason why people do code switching. There are two categories namely Situational Code Switching and Metaphorical Code Switching. Situational Code Switching occurs when language changes cause in the situation. Such as when two people are communicating in Indonesian and a third person comes, and then the language they use is switched to English. Meanwhile, Metaphorical Code Switching tries to change the people's feeling through switching the language. In some cases, people attempt to make the topic more enjoyable or cheerful.

The reasons for code-switching have been studied widely by many researchers from various linguistic perspectives. Hoffman stated the reasons for do code-switching are to talk about a particular topic, to quote somebody else, to provide emphasis about something (to express solidarity), to make an interjection (by inserting sentence fillers or sentence connectors), to repeat in order to clarify, to

express group identity, real lexical need, to communicative efficiency. These reasons appear in various situations and cannot be determined at any time. It is from new communication with language variations. The classified of these reasons are commonly found in people who do code-switching. It's clearly that the theories effective to use in this study.

Moreover, Malik discusses ten reasons for speakers to do code-switching, seven of reasons can be used to explain the phenomenon of code-switching which are lack of facility, lack of register competence, habitual expressions, to amplify and emphasize a point, mood of the speaker, to show identity with a group and to address different audience. The remaining three reasons which are semantic significance, pragmatic reasons and to attract attention were not applicable to the asynchronous communication. It's because people don't meet face to face when they do communication on WhatsApp. They don't chat directly replied it on the same time. In spite, the reasons stated represent events that arise. It is given more specifically about what are the reasons among speakers. Malik explains that ten reasons or ten communicative functions of code switching, such as:

1. Lack of facility

It occurs when the speakers unable to find appropriate word or less vocabularies.

2. Lack of register

It occurs when a certain vocabulary is not available to a speaker in the first language. In the other cases, certain phrases would sound better in the second language than in the first language and this usually triggers code-switching.

3. Mood of speakers

Code-switching is triggered when the speaker is emotionally affected.

4. To emphasize a point

It's occurs when a speaker needs to stress a particular statement. Emphasis is also used when the same statement is repeated in two different languages.

5. Habitual experience

These fixed phrases usually occur spontaneously within a speech because of habitually.

6. Semantic significance

Code-switching can sometimes be used to signal the speaker's attitude, communicative intentions, and emotions to convey linguistic and social information.

7. To show identity with a group

It's occurs when a speaker switches to express solidarity with a particular social group.

8. To address a different audience

Code switching is applied as part of a welcoming address in admitting someone new to a communicative event.

9. Pragmatic reasons

Speakers may code switch in order to call attention to the context of a conversation.

10. To attract attention

It's occurs when a speaker wants to attract attention from other.

METHOD

The Method of the research is a qualitative research which the writer identifies the background of the problem as Kumar stated that The main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. Based on this statement, in this study, the researcher want to understand a linguistic phenomenon. The phenomenon that occur in a group of people when they use media. Media in this research is WhatsApp application tools. The researcher will explain this phenomenon to obtain a deep understanding of code-switching. It is clearly if it used a qualitative research.

The medium of qualitative analysis is human language expressing the concepts of everyday experience as they certain to a specific context. The researcher use equal medium for designed this method, because of the qualitative method allows the researcher to observe the use of code switching emerges to the social communication in. It allows the researcher to make descriptive explanation. Indeed, descriptive explanation or descriptive qualitative research is the best method to know the specific context about code-switching in WhatsApp application by EFL learners.

Research Site

The researcher will be conducted this research on the eighth semester students of English Education Department at The State Islamic University of Sultan Maulana Hasanuddin Banten.

Research Respondent

The respondent or population of this research are the eight semester students of English Education Department at The State Islamic University of Sultan Maulana Hasanuddin Banten in academic year 2018/2019 whose site are in three WhatsApp group chatting. They are consist some students belong to several groups. First group consist of all members, they are 136 students. Second group consist of 30 students and third group of 33 students. The researchers will increase the population if needed, until the data collected is sufficient.

Technique of Data Collecting

In qualitative research, data collection is done by natural settings. Dealing with it, the conversations on WhatsApp group developed naturally. In this research, during seven month were collected by researcher based on participants activity on the WhatsApp group and the occurrence of CS in specified languages, English and Indonesian. There

are two research instrument that used in this study, observation and questionnaires. The observation technique is needed to obtain the main of data in code switching from the respondents. The writer observes and takes the conversation when the respondents are chatting in WhatsApp application use of screen capture application to take the screenshot of the conversations. In this research is use open format questions. Open format questions give freedom to respondent to answer with their own content and style. The respondent allow their individuals responses with opportunity to answer freely. So, open format questions can provide a lot of data about opinions, feeling, attituded from respondents.

Technique of Data Analyzing

In analyzing data, the researcher organized the data and analyze the category of the data based on the theory through descriptive analysis. The researcher identify types of code-switching by using Jendra based on Poplack (1998), Hoffman (1991).

RESULT AND DISCUSSION

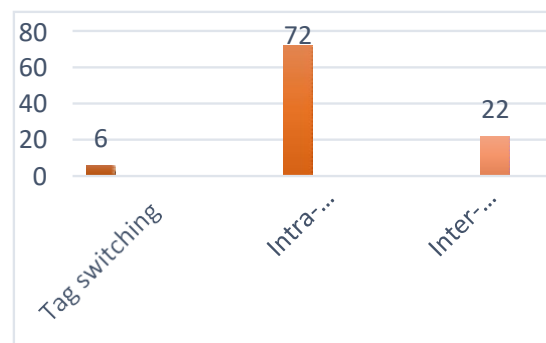
This data is intended to answer two research questions is accordance with the research title. Especially, what types and reasons of code switching occurred by the English Education Department students as EFL learners. The occurrence of code-switching focused in WhatsApp group. Three types of code switching have occurred in WhatsApp.

To know about frequency and the percentages are following table and graphic:

Table 4.2 The Percentages of Code Switching

No	Types	Frequency	Percentages (%)
1.	Tag switching	6	6%
2.	Intra-sentential switching	72	72%
3.	Inter-sentential switching	22	22%
Total		100	100%

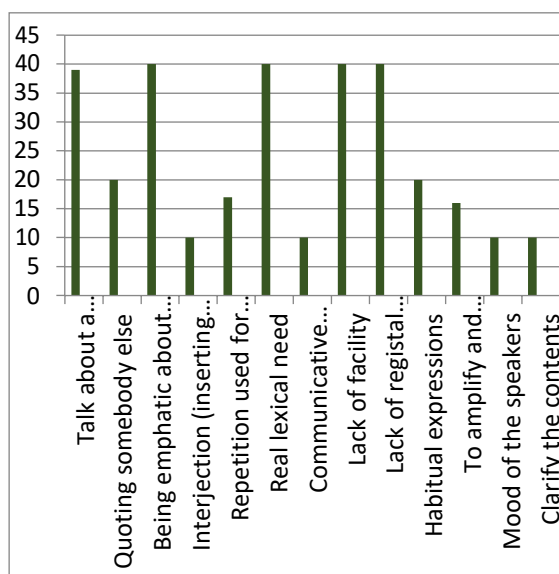
Graphic 4.1 The Types of Code Switching



From the table frequency and graphic, it can be concluded that Intra-sentential switching more common in chats. The frequency can be seen in the amount of 72 percent. 6 percent tag-switching, and 22 percent inter-sentential switching. It could be seen on table above.

There are some reasons from the respondents to use code switching in group chats of WhatsApp. Based on the responses of questionnaires, make clear about some reasons to use code switching on their group WhatsApp. The data obtained from observations and cross check the data obtained with theory support the validity of this research. So, the researcher provided the data obtained as follow on table below:

Graphic 4.2 The Chart of Respondents
Answer From Questionnaires



According to the graphic 4.2, it figures out that the reasons EFL learners' do code switching from 40 respondents. There're more than one reasons from each respondent. One respondent has several answers and the same answer. In addition, the most frequent reason arises from 40 respondents answer are being emphatic about something, real lexical need, lack of facility, lack of registal competence. 39 give reasons that they talk about particular topics. Further, quote somebody else and habitual expressions are 20 respondents. Interjection; inserting sentence filler or sentence connector and communicative efficiency and mood of speakers are 10 respondents. Repetition used for clarifications are 17 respondents. To amplify and emphasise a point are 16 respondents from 40 respondents.

DISCUSSION

EFL Learners' in Indonesia as the speakers with different native languages have bilingual or multilingual background, recently often use WhatsApp in daily communication. In this cases, EFL learners' use two or more language when they do communication on WhatsApp. It can appear code switching. As we know in

chapter II, code-switching is the ability on the part of bilinguals to alternate effortlessly between their two languages. The same definition, that code-switching is simply the alternation of two varieties, which preserved their monolingual characteristics. That way, Interpretation of analysis is aimed to know the occurrences of code-switching on WhatsApp group application by EFL Learners'. The analysis of this linguistic phenomenon illustrated three types of code switching and the reasons for EFL learners' do code switching.

First, the types of code switching occurred by EFL learners' in their daily chats at group WhatsApp are tag-switching, intra-sentential code switching, inter-sentential code switching. The most of appearance types exist is intra-sentential code switching. Based on Jendra stated in Moch Prima Fauzi research according to Poplack, intra-sentential is found a word, a phrase, or a clause of foreign language within base language in a sentence. Then, the observation which is screen shoot or screen captures of chats, It has been found that intra-sentential occurred 71% on their group chats. Then, They shift a word such as "*kumpul yuk no hoax*" there are first language and second language "*kumpul yuk*" is Indonesian, words "*no*" and "*hoax*" is English. Another, "*but sama friend Utay ya*" illustrated about intra-sentential switching with shift of phrase, that is "*friend Utay*" as noun phrase. In the other side, intra-sentential with insert of clause such as "*I'm in love the shape of you Tay tapi ku bohong*", that sentences shows independet clause. Because in "*I'm in love the shape of you*" there are coordinate conjunction "*tapi*" in Indonesian languages, then continue this "*ku bohong*" as simple sentences.

Second, the data obtained indicates that tag-switching is rarely used in WhatsApp group. It has been found only in general 6 tag-switching or 6% in percent. In this types, the switch appear with

multifunctional or it has more than one single meaning. In short, tag-switching is occur when the bilingual inserts a tag in one language to an utterance which in other language. In this case, inserting tag can be moved freely because it does not belong tightly to a sentence. However, tag switching in group WhatsApp signifies that it is emphasis on content or lack of lexical competent. Sometimes, it is because lack of self confident. It could be seen "*Guys gimana skripsi? So far so good kan. Pengen lulus bareng*", the word "*kan*" indicate emphasis and ensure trust or lack of confident about the real information.

Third, Inter-sentential code switching found when there is a complete sentence of foreign language between two sentences in base language. It is placed in the second position with 23% on group chatting of WhatsApp. The occurrence of this type exist in same sentence or between sentences with language proficiency of the user. In the other words, inter-sentential can occur when EFL learners' has good in first language and second language. For example, they have more knowledge about grammar and a lot of vocabularies. It refers to some example from the data obtained, once is when EFL learners' chat on WhatsApp.

However, some code switching has many variety. It could be seen from types occurrences. But, EFL learners' as a bilingualism sometimes use code switching when they chats in group WhatsApp with another languages such as Arabian languages. Even though they only knows a few common words. For example: "*Debay next week?? Alhamdulillah selamat yang dilancarkan.*", from the sentences the words "*Alhamdulillah*" is Arabian languages. In the other side, they ever do code switching with English languages and Sundanesse language, such as "*Why me? Why ngaran Abdi teh di gawa-gawa.*", in the sentences "*ngaran abdi teh di gawa-gawa.*" as Sundanesse

language. It is once of traditional languages in Indonesia.

The questionnaire is about the reasons of switching code done by the students. Here are the result of the questionnaires:

a) Talking about particular topics.

From respondents answers, the researcher find that EFL learners' sometimes do code switching because of particular topics, such as they more comfortable to express their feels, emotions and excitements. In English, there are several words and sentences that are more appropriate to be express.

b) Quoting somebody else.

There are 20 respondents answer about this reasons. People sometimes like to quote a famous expression. They do it to look impressive.

c) Being emphatic about something

There are 40 students answer from questionnaire about this reasons. It occur if someone whose member in group WhatsApp get problem and good thinks.

d) Interjection (Inserting sentence fillers or sentence connectors)

Just some students answers this questions. There are 10 students answer from this reasons. Because, it is not really needed on chatting.

e) Repetition used for clarification

The reasons they do code switching is because repetition used for clarifications. It happens usually in the use both of two languages. 17 students answers from questionnaires about this reasons.

f) Clarifying the content

The members of group chat do this reasons for another members understood about the contents of conversations. It

made no mistake in understanding their purpose. Students answers are 10 from 40 students as respondents in this research.

g) Real lexical need

There are 40 students answers for this reasons. It means they don't find the suitable words to used. They just know a few words only in one language. It occurs when they lack of facility and lack of registal competence. They difficult in choosing appropriate words in target language for specific topics, so they switch when they not competent in English language.

h) Communicative efficiency

There are 10 students answer. They do code switching for easily express something with different way. They think is more simple when they used another languages to show their purpose. Sometimes it is a shorten text.

i) Habitual expressions

There are 20 students answer for this reasons. As EFL learners', they often used English in the classroom, so some of them also use it for communication in written form in their chats as habitually. In this cases, they have it for jokes, practicing English words regularly, shortening sentences, and for formal occasions.

j) To amplify and amphasize a point

They do code switching on selected parts of a speech to make sure that other peoples focus on situations. There are 16 students answer from 40 respondents.

k) mood of the speakers

This reasons appear on 10 students answer from 40 students. It's use for express their feels to shows about anger or happieness.

CONCLUSION

In this research, the occurrences of code-switching in EFL learners' group WhatsApp are unique phenomenon. There are three types of code-switching occurs in group WhastApp. Certainly, tag-switching 6%, intra-sentential switching 71%, inter-sentential switching 23%. Futher, based on the responses of questionnaires, there are some reasons from the respondents to use code switching in group chats. All of the respondents of questionnaires are 40. There're more than one reasons from each respondent. The most frequent reason arises from 40 students answer are being emphatic about something and real lexical need. Thirty-nine students switch code because they talk about particular topics. Further, quote somebody else and habitual expressions are 20 students. Ten students switch code because they inserting sentence filler or sentence connector, mood of speakers and because switchcode make communication is more efficient. Seventeen students switch code when they repetition for clarifications.

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